

Titel: On projected units, [Uldall] 034-1180

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Anvendt udgave: Louis Hjelmslev og hans kreds

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On Projected Units (1st draft).

1. For each analysis in a stratum a parallel analysis must be attempted in the connex stratum, or strata, such that, for each unit in one stratum, there is a unit in the other stratum, or strata, entering into an extrinsic connexion with it. Note that negative units may be terminals of extrinsic connexions and, as such, must be listed in the inventory. For the treatment of negated units, see below.

As strata are defined as not actually conform, this projected analysis will not in all cases succeed; on the other hand, the possibility cannot be excluded a priori that a given stratum may lend itself to two descriptions, one conform with that of another stratum, and the other not. The English sign "boy" is an example of non-conformity: the consonatic [bɔi] cannot be analysed so that there is a separate expression for each of the phonematic resultants 'male', 'human', 'in statu popularis', and the phonematic 'boy', conversely, cannot be analysed so that there is a separate content for each of the consonematic resultants b, ɔ, i. Similarly, the phonetic manifestation [b] probably cannot be analysed so that there is a separate manifestation for each of the consonematic resultants b and g; it would be possible to maintain that the nasality of [ɔ] is the manifestation of b and its velarity the manifestation of g, but the advantages to be derived from such a procedure do not balance the complications to which it would give rise.

When the analysis gives no positive result, those units which, in their capacity of projected units, remain unanalysed, are carried over to the next operation.

2. For each paradigm registered in a stratum there must be registered, in the connex stratum, or in each of the connex strata, as the case may be, a projected class, i.e. a collection of units each of which is extrinsically connected with one of the members of the paradigm. It is neither necessary nor impossible that a projected class should coincide with a paradigm in its own stratum. To the extent that the analysis treated under 1. above has been successful, the projected class will comprise ~~some~~ at least one member for each of the members of the projecting paradigm.

Thus the division of the consonematic stratum into consonemes will lead to the registration of paradigms of variants of consonemes which are equivalent in respect of one or more intrinsic connexions; a parallel division will give different results in the two connex strata: in the phonematic stratum the result will be negative, since, both in the consonematic and in the phonematic stratum, apparently simplex glossematics will prove to comprise negative units besides the single positive one; in the phonetic stratum, on the other hand, the result will be positive in the main, although, here and there, there will be negative results of the type of [ɔ]. In the phonetic stratum there will therefore be registered a projected class of units which enter into extrinsic connexion with the members of the paradigm of variants of consonemes. For example, the paradigm < s, ʃ, + r, > in (cf. "sip", "ship", "rip") leads to the registration of the projected class > [s], [ʃ], + [r] <. cf. Note.

3. The sum of the relevant projected classes is the inventory of projected units for each operation of the procedure, unanalysable units being carried forward, as noted above.

4. When this procedure has been exhausted, there will be, in each stratum, an inventory of minimal projected units--the sum of the relevant projected classes--such that, whenever one of them occurs, its opposite number, or one of its opposite numbers, in the connex stratum, or in each of the connex strata, will also be encountered.

<sup>1</sup> [bɔi] is not an accurate rendering of this consonematic qua consonematic. If [p] A bɔi, then given [sɔp] and [ʃɔpɪt], "boy", as a consonematic, must be ʃɔpɪtɔi. The phonematic is probably compound's of consonemes.

Hold the AIZ in half vertically. At intervals of 1/2", lay the paper "long" over some thin transparent paper, examine the units, with some illumination, and, when they have been "seen", in their position, as in the diagram below, mark them with a pencil.